

ENGLISH

Standards of Learning Sample Scope and Sequence

Grade 2



Commonwealth of Virginia
Department of Education
Richmond, Virginia
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Grade 2 English Standards of Learning Sample Scope and Sequence

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Kindergarten - Grade 5 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Kindergarten - Grade 5 English Standards of Learning Sample Scope and Sequence

Introduction


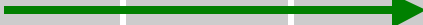
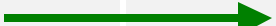
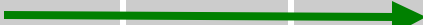
The effective instruction of speaking, reading, and writing improves all students' ability to understand and produce phonemes, graphemes, syllables, morphemes, phrases, sentences, paragraphs, and various genres of text. Effective planning for English instruction requires frequent formal and informal assessments of all students. Knowing the instructional reading and writing level of every student is the key to effective planning. Effective planning balances skills instruction with purposeful and engaging daily opportunities for speaking, reading, and writing for all students, regardless of the skill level of the students.

"Well-designed, controlled comparisons of instructional approaches have supported these components and practices in reading instruction.

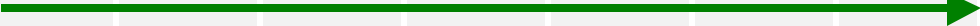


- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read (Teaching Reading Is Rocket Science, pg. 7-8)."

This second grade sample scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standards of Learning in the Teacher Resource Guide, the list of grade level accomplishments from *Preventing Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade*. Both the grade level accomplishments from *Preventing Reading Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade* were correlated to the English Standards of Learning. This scope and sequence is not intended to be a complete list of the English skills that need to be taught and mastered in second grade nor to prescribe how the content should be taught, but instead organizes key skills and processes around the major English concepts of oral language, decoding, word analysis, fluency, vocabulary, comprehension, and writing. These concepts are taught concurrently throughout the year and across content areas. A direct, systematic approach to teaching these concepts is necessary for all children until they become proficient speakers, readers, and writers.



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Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Oral Language												
	K.1d	K.1d	1.1a - d	1.1a - d	2.1	2.1	3.1	3.1	4.1a - d	4.1a - d	5.1	5.1
	K.2a - d, f	K.2a - d, f	1.2	1.2	2.1a, c - d	2.1a, c - d	3.1a - c	3.1a - c	4.2	4.2	5.1a - c	5.1a - c
	K.3a - e	K.3a - e	1.2a - e	1.2a - e	2.2	2.2	3.2	3.2	4.2a - c	4.2a - c	5.2a - d	5.2a - d
			1.3	1.3	2.2c	2.2c	3.2a - e	3.2a - e			5.3	5.3
			1.3a - d	1.3a - d	2.3a - c	2.3a - c					5.3a - d	5.3a - d
Phonological Awareness												
	K.1a, b, d, e	K.1a, b, d, e	1.4									
	K.4	K.4	1.4a - d									
	K.4a - d	K.4a - d K.7b, c										
Letters and Sounds												
	K.6b											
	K.7a	K.7a										
	K.9	K.9										
Concept of Print												
	K.5a - d	K.1a	1.5									
		K.5c - d	1.5a - c									
		K.6 K.6a - c										

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Decoding and Spelling												
		K.11	1.5	1.5	2.4	2.4	3.3a	3.3a				
			1.6	1.6	2.4a - b	2.4a b						
			1.6a - d	1.6a - d	2.6a	2.6a						
			1.9c	1.9c	2.10c	2.10c						
			1.12f	1.12f								
			1.14	1.14								
			1.14b	1.14b								
Word Analysis and Spelling												
			1.6d	1.6d	2.2b, d	2.2b, d	3.3	3.3	4.3	4.3	5.4	5.4
					2.3	2.3	3.3b	3.3b	4.3a - b	4.3a - b	5.4a - b	5.4a - b
					2.4	2.4	3.4	3.4			5.5c, d	5.5c, d
					2.6	2.6	3.4c	3.4c				
					2.6a - c	2.6a - c	3.7f	3.7f				
					2.11c	2.11c	3.8d	3.8d				
Fluency												
			1.6	1.6	2.5b	2.5b	3.4c - d	3.4c - d				
			1.8	1.8	2.6d	2.6d						
			1.9	1.9	2.7c, d	2.7c, d						
			1.9c	1.9c								
			1.10	1.10								
			1.11	1.11								

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Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Reading: Vocabulary Comprehension												
	K.1	K.1	1.1	1.1	2.1b	2.1b	3.4a, b	3.4a, b	4.4	4.4	5.5	5.5
	K.1a, c	K.1a, c	1.1a, c	1.1a, c	2.2	2.2	3.5a - h	3.5a - h	4.4a - d	4.4a - d	5.5a, b, d	5.5a, b, d
	K.2a - e	K.2a - e	1.2a	1.2a	2.2a - c	2.2a - c	3.6a - d	3.6a - d	4.5a - f	4.5a - f	5.6	5.6
	K.8a - e	K.5d	1.7a - c	1.7a - c	2.5	2.5	3.10a - c	3.10	4.6	4.6	5.6a - e	5.6a - e
	K.13	K.8a - e	1.8	1.8	2.5a - c	2.5a - c		3.10a - c	4.6a - c	4.6a - c	5.8	5.8
		K.13	1.8a - b	1.8a - b	2.6e	2.6e			4.9a - d	4.9a - d	5.8a - e	5.8a - e
			1.9a - b	1.9a - b	2.7a, b	2.7a, b						
			1.11	1.11	2.8	2.8						
			1.11a - g	1.11a - g	2.8a - g	2.8a - g						
Writing: Usage and Mechanics Composition												
	K.10	K.10	1.12	1.12	2.9	2.9	3.7	3.7	4.7	4.7	5.7	5.7
	K.11	K.11	1.12a - h	1.12a - h	2.9a - d	2.9a - d	3.7a - f	3.7a - f	4.7a - g	4.7a - g	5.7a - f	5.7a - f
			1.13	1.13	2.10	2.10	3.8	3.8	4.8	4.8		
			1.13a - b	1.13a - b	2.10a - c	2.10a - c	3.8a - b, e	3.8a - c, e	4.8a - d	4.8a - d		
					2.11d	2.11d	3.9	3.9				

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Oral Language <p>In second grade, students engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They listen and speak in discussions and presentations that expand their vocabulary, increase their background knowledge, and enhance both their reading and writing skills. There are two sets of essential knowledge, skills and processes for oral language. These sets are developed concurrently throughout second grade. The first set consists primarily of knowledge and skills that each student needs to learn. The second set is the processes for the application of the skills and knowledge listed in the first set.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language Knowledge and skills that each student needs to learn	Students are expected to:			
	<ul style="list-style-type: none"> • speak clearly and distinctly • use proper pitch and volume 	2.3	<ul style="list-style-type: none"> • Classroom observations • Student interviews • Student demonstrations 	<ul style="list-style-type: none"> • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html • PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html • Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> • maintain and manipulate voice, such as pausing, temp, and pitch, to convey mood 	2.1		
	<ul style="list-style-type: none"> • express ideas clearly and in an organized manner 	2.3		
	<ul style="list-style-type: none"> • use appropriate descriptive language to express ideas, opinions, and feelings 	2.2		
	<ul style="list-style-type: none"> • add appropriate elaboration and detail while recounting or describing an event 	2.1d		
	<ul style="list-style-type: none"> • select vocabulary and non-verbal expressions appropriate to purpose and audience 	2.3a		
	<ul style="list-style-type: none"> • use present, past, and future tenses appropriately • demonstrate correct subject-verb agreement. 	2.1c		

Grade 2 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (continued) Knowledge and skills that each student needs to learn	Students are expected to: <ul style="list-style-type: none"> use more complex conjunctions, such as <i>while</i>, <i>when</i>, <i>if</i>, <i>because</i>, <i>so</i>, and <i>but</i> when telling events and giving explanations provide a referent for pronouns. 	2.11d		
Oral Language Processes for the application of the skills and knowledge	Students are expected to: <ul style="list-style-type: none"> sequence three or four steps chronologically in oral directions 	2.2c	<ul style="list-style-type: none"> Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> share and retell an experience or story in a logical order 	2.3b		
	<ul style="list-style-type: none"> use the story structure of beginning, middle, and end to tell a story of an experience 	2.1a		
	<ul style="list-style-type: none"> share with an audience stories of information relevant to topic 	2.3b		
	<ul style="list-style-type: none"> ask questions to clarify or gain further information 	2.2		
	<ul style="list-style-type: none"> contribute information, ask questions, clarify, summarize, paraphrase, or build on another person's idea in a small-group setting 	2.3a & d		
	<ul style="list-style-type: none"> confer with small-group members about how to present information to the class carry out a specific group role, such as leader, encourager, recorder, materials manager, or reporter. 	2.3c		

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Decoding and Spelling In second grade, students continue to refine and extend their phonics skills. They use what they have learned about phonemes, rhyming words, onsets and rhymes, decoding, and encoding to figure out new words, increase fluency and improve spelling. Students continue to use pictures and context clues to verify their decoding of unknown words and for the meaning of words. By the end of second grade, students should have a firm grasp of the prints-sound code and be able to read the full range of English spelling patterns (RWG pg. 144).				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Decoding and Spelling The goal of phonics instruction is not that children be able to state rules governing letter-sound relationships. Rather, the purpose is to get across the alphabetic principle, the principle that there are systematic relationships between letters and sounds.	Students are expected to:			
	<ul style="list-style-type: none"> apply knowledge of consonants and consonant blends to decode and spell words 	2.4a	<ul style="list-style-type: none"> PALS 1-3 Student demonstrations Running record Writing samples Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Pals 1-3 Manual
	<ul style="list-style-type: none"> apply knowledge of digraphs to decode and spell words 	2.4		
	<ul style="list-style-type: none"> apply knowledge of common vowel patterns to decode and spell words, such as CV, VC, CVC, CVCE, and CVVC. (Note: The specific common vowel patterns taught should be the ones most frequently found in the printed materials used in your division in second grade.) apply knowledge of r-controlled vowels to decode and spell words apply knowledge of diphthongs, such as <i>aw</i>, <i>oi</i>, and <i>oy</i>, to decode and spell words 	2.4b		
	<ul style="list-style-type: none"> use common prefixes and suffixes to decode words 	2.6a		
	<ul style="list-style-type: none"> accurately decode orthographically regular, multisyllable words and nonsense words (e.g., capital, Kalamazoo) read regularly spelled one- and two-syllable words automatically. 	2.4		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Decoding and Spelling (continued) (Becoming a Nation of Readers pg. 38).	Students are expected to: <ul style="list-style-type: none"> • use phonetic strategies to self-correct reading when meaning breaks down 	2.4		
	<ul style="list-style-type: none"> • represents the complete sound of a word when spelling independently (PRD). 	2.4 & 2.10c		

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Word Analysis and Spelling In second grade, students also focus on word analysis skills. Mastery and application of these skills allow students to improve their fluency, vocabulary, spelling, and comprehension. These skills are assessed and taught in a systematic approach through direct instruction, individual and small group activities, and during word play activities.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Word Analysis and Spelling	Students are expected to:			
	<ul style="list-style-type: none"> use language to categorize objects, people, places, and events 	2.3	<ul style="list-style-type: none"> PALS 1-3 Student demonstrations Running records Writing samples Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Pals 1-3 Manual
	<ul style="list-style-type: none"> use synonyms and antonyms in oral communication 	2.2d		
	<ul style="list-style-type: none"> demonstrate an understanding of the meaning of contractions 	2.6b		
	<ul style="list-style-type: none"> identify simple abbreviations including titles, such as <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, and <i>Dr.</i>, calendar words, and addresses (Note: The specific abbreviations taught should be the ones most frequently found in the printed materials used in your division in second grade.) 	2.6c		
	<ul style="list-style-type: none"> demonstrate an understanding of common suffixes, such as <i>-er</i>, <i>-es</i>, <i>-est</i>, <i>-ly</i> (Note: The specific prefixes and suffixes taught should be the ones most frequently found in the printed materials used in your division in second grade.) demonstrate an understanding of common prefixes, such as <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>pre</i> use common prefixes and suffixes to decode words. 	2.6a		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Word Analysis and Spelling (continued)	Students are expected to: <ul style="list-style-type: none"> demonstrate an understanding of what the apostrophe signifies in singular possessive words 	2.6b		
	<ul style="list-style-type: none"> accurately read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings (PRD) 	2.4 & 2.6		
	<ul style="list-style-type: none"> locate guide words, entry words, and definitions in dictionaries understand where a glossary is located within a text and how it differs from a dictionary. 	2.11c		

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Fluency In second grade, students continue to work on developing oral reading fluency. Fluent readers can read text with speed, accuracy, and expression (National Research Panel, 2000). Fluency develops from reading practice, and classrooms should be designed to provide students with opportunities to read and reread materials at their instructional and independent levels. By the end of second grade, students should be able to read with 90% accuracy or better, books on their independent reading level.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Fluency Listening to students read aloud from graded passages provides direct information for estimating reading levels, diagnosing strengths and weaknesses, and evaluating progress (PALS 1-3 pg 69).	Students are expected to:		<ul style="list-style-type: none"> • PALS 1-3 • Student demonstrations • Running records 	<ul style="list-style-type: none"> • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html • PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html • EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html • Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html • Pals 1-3 Manual
	<ul style="list-style-type: none"> • pause at commas during oral reading 	2.6d		
	<ul style="list-style-type: none"> • use meaning clues to support decoding 	2.5b		
	<ul style="list-style-type: none"> • use knowledge of word order, including subject, verb, and adjectives to check for meaning 	2.6d		
	<ul style="list-style-type: none"> • apply phonics, meaning clues, and language structure to decode words and increase fluency 	2.7c		
	<ul style="list-style-type: none"> • use phonics, meaning clues, and language-structure strategies to reread and self-correct. 	2.7d		

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Reading: Vocabulary In second grade, students continue to increase their vocabulary on a daily basis in all content areas. Like students in kindergarten and first grade, they know more words than they can read or write. They acquire most of their new vocabulary by listening to spoken language and hearing books read aloud, though reading and discussing books enhances the quality and breadth of their word knowledge (RWG 109).				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary A student who encounters a strange word in print can decode the word to speech. If the word is in the student's oral vocabulary, the reader will be able to understand it. The larger a student's vocabulary, the easier it is to make sense of the text (Report of the National Reading Panel pg. 13).	Students are expected to:			
	<ul style="list-style-type: none"> use specific vocabulary from content study to express interests and knowledge 	2.2a	<ul style="list-style-type: none"> PALS 1-3 Classroom observation Student demonstrations Running records Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Pals 1-3 Manual
	<ul style="list-style-type: none"> recognize when words are being used to mean the same or similar things in oral language 	2.2c		
	<ul style="list-style-type: none"> recognize when words are being used to mean contrasting or opposite things in oral language 	2.2		
	<ul style="list-style-type: none"> explain the meanings of words within the context of how they are used 	2.2b		
	<ul style="list-style-type: none"> use other words in a sentence to determine the meaning of a word use the context of the sentence to distinguish which of the multiple meanings of a word makes sense 	2.5b		
	<ul style="list-style-type: none"> begin to use knowledge of transition words (signal words), such as <i>first</i>, <i>next</i>, and <i>soon</i>, to understand how information is organized 	2.8b		
	<ul style="list-style-type: none"> alphabetize words to the second, and third letter locate words, using first, second, and third letter. 	2.11 2.11c		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary (continued)	<p>Students are expected to:</p> <ul style="list-style-type: none"> locate guide words, entry words, and definitions in dictionaries understand where a glossary is located within a text and how it differs from a dictionary. 	2.11c		

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Reading: Comprehension

In second grade, most students should be readers. When they read independently, they can understand and enjoy books that are considerably longer and more complex in plot, vocabulary, syntax, and structure than the books they read in first grade. While guided reading is the focus of instruction, silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. Reading programs focus on both narrative and informational/functional text and the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension Narrative Text Comprehension skills should be systematically and directly taught to students.	Students are expected to:			
	<ul style="list-style-type: none"> dramatize familiar stories 	2.1b	<ul style="list-style-type: none"> PALS 1-3 Classroom observations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> scan a story for titles, author, bold print, and pictures to set a purpose for reading 	2.7a & b	<ul style="list-style-type: none"> Student demonstrations 	
	<ul style="list-style-type: none"> apply knowledge of narrative story structure to predict what will happen next 	2.6e	<ul style="list-style-type: none"> Running records Retellings 	<ul style="list-style-type: none"> PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html
	<ul style="list-style-type: none"> use prior knowledge to interpret pictures in order to predict story 	2.5a & 2.8a	<ul style="list-style-type: none"> Quizzes Tests 	<ul style="list-style-type: none"> EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html
	<ul style="list-style-type: none"> use information from a story to confirm predictions find evidence to support predictions 	2.8b		
	<ul style="list-style-type: none"> make predictions about what could happen in the future beyond the story 	2.8		
	<ul style="list-style-type: none"> describe the setting of a story or a poem describe a character's traits, feelings, and actions as presented in a story or poem 	2.8e		
	<ul style="list-style-type: none"> use the framework of beginning, middle, and end to retell story events. 	2.8		<ul style="list-style-type: none"> Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html

Grade 2 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension Narrative Text (continued)	Students are expected to:			<ul style="list-style-type: none"> Pals 1-3 Manual
	<ul style="list-style-type: none"> summarize orally what they have read identify the central (main) idea 	2.8f		
	<ul style="list-style-type: none"> organize information, using graphic organizers 	2.8c & g		
	<ul style="list-style-type: none"> write answers to simple <i>who, what, when, where, why,</i> and <i>how</i> questions write responses to what they read. 	2.8g		
Reading: Comprehension Informational/ Functional Text	Students are expected to:		<ul style="list-style-type: none"> PALS 1-3 Classroom observations Student demonstrations Running records Retellings Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html
	<ul style="list-style-type: none"> use titles and headings to generate ideas about the text 	2.5c		
	<ul style="list-style-type: none"> scan text for section headings, bold print, and picture captions to set a purpose for reading 	2.7a		
	<ul style="list-style-type: none"> use print clues, such as bold type, italics, and underlining, to assist in reading use prior knowledge to predict information 	2.5		
	<ul style="list-style-type: none"> use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions 	2.6e & 2.8d		
	<ul style="list-style-type: none"> interpret illustrations, such as diagrams, charts, graphs, and maps to make predictions about text 	2.7a		
	<ul style="list-style-type: none"> locate titles and page numbers, using a table of contents use table of contents to locate information in content-area books. 	2.11a		

Grade 2 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension Informational/ Functional Text (continued)	Students are expected to: <ul style="list-style-type: none"> interpret information presented in bar graphs and pictographs interpret diagrams and tables 	2.11b		<ul style="list-style-type: none"> Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Pals 1-3 Manual
	<ul style="list-style-type: none"> begin to skim information locate information in trade books and textbooks to answer questions begin to use knowledge of transition words (signal words), such as <i>first</i>, <i>next</i>, and <i>soon</i>, to understand how information is organized 	2.8c		
	<ul style="list-style-type: none"> identify the sequence of steps in functional text such as recipes or other sets of directions follow the steps in a set of written directions. 	2.8		

Grade 2 English Standards of Learning Sample Scope and Sequence

Writing <p>In second grade, students write daily. They are expected to revise selected pieces and share them with others. When students write stories or letters, the instructional emphasis is on having a beginning, middle, and end. At the sentence level, students begin to elaborate their ideas and use basic conventions. They also begin to apply written communication skills across all content areas.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics	Students are expected to: <ul style="list-style-type: none"> write complete sentences avoid stringing ideas together with <i>and</i> or <i>then</i> use adjectives to elaborate simple sentence 	2.9	<ul style="list-style-type: none"> Classroom observations Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html NCS Mentor for Virginia CD The Virginia SOL Writing Test: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/writing/
	<ul style="list-style-type: none"> punctuate declarative, interrogative, and exclamatory sentences correctly 	2.10a		
	<ul style="list-style-type: none"> capitalize all proper nouns and words at the beginning of sentences 	2.10b		
	<ul style="list-style-type: none"> use apostrophes in contractions 	2.10		
	<ul style="list-style-type: none"> spell frequently used words correctly 	2.10c		
	<ul style="list-style-type: none"> delete or add words to clarify meaning during the editing process 	2.9c		
	<ul style="list-style-type: none"> begin to understand and apply some of the information from the sentence formation, usage, and mechanics third-grade skills list (Note: See an explanation of the domains in Teacher Resource Guide pg. ES 51.) 	2.10		
	<ul style="list-style-type: none"> use available technology to write, edit, and publish. 	2.9d		

Grade 2 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics (continued)	Students are expected to: <ul style="list-style-type: none"> use a simple rubric to self-assess writing. 	2.9 & 2.10		
Writing: Composition	Students are expected to: <ul style="list-style-type: none"> brainstorm for ideas 	2.9a	<ul style="list-style-type: none"> Classroom observations Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html NCS Mentor for Virginia CD The Virginia SOL Writing Test: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/writing/
	<ul style="list-style-type: none"> use graphic organizers to plan their writing organize information with graphic organizers, such as story maps, webs, and event frames verbalize their writing plan to a partner or teacher 	2.9b		
	<ul style="list-style-type: none"> write stories that include a beginning, middle, and end use time-order words, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, to sequence and organize their writing write complete sentences use adjectives to elaborate simple sentences begin to write a paragraph stay on topic begin to learn and use the writing domains of composing, written expression, and usage/mechanics (Note: See an explanation of the domains in Teacher Resource Guide pg. ES 49.). 	2.9		

Grade 2 English Standards of Learning Sample Scope and Sequence

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
2.1	X						X	
2.1a	X							
2.1b							X	
2.1c	X							
2.1d	X							
2.2	X				X		X	
2.2a							X	
2.2b					X		X	
2.2c	X						X	
2.2d					X			
2.3	X				X			
2.3a	X							
2.3b	X							
2.3c	X							
2.3d	X							
2.4				X	X			
2.4a				X				
2.4b				X				
2.5						X	X	
2.5a							X	
2.5b						X	X	
2.5c							X	
2.6				X	X	X	X	
2.6a				X	X			
2.6b					X			
2.6c					X			

Grade 2 English Standards of Learning Sample Scope and Sequence

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
2.6d						X		
2.6e							X	
2.7						X	X	
2.7a							X	
2.7b							X	
2.7c						X		
2.7d						X		
2.8							X	
2.8a							X	
2.8b							X	
2.8c							X	
2.8d							X	
2.8e							X	
2.8f							X	
2.8g							X	
2.9								X
2.9a								X
2.9b								X
2.9c								X
2.9d								X
2.10				X				X
2.10a								X
2.10b								X
2.10c				X				X
2.11					X		X	
2.11a							X	
2.11b							X	

Grade 2 English Standards of Learning Sample Scope and Sequence

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
2.11c					X		X	
2.11d								X

Grade 2 English Standards of Learning Sample Scope and Sequence

Publications:

National Academy of Sciences (National Research Council). *Preventing Reading Difficulties in Young Children*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin. Washington, D.C.: National Academy Press, 1998.

A definitive work that synthesizes research on reading for preschool through grade 3.

National Center on Education and the Economy and the University of Pittsburgh. *Reading and Writing Grade by Grade*, by the Primary Literacy Committee. Washington, D.C.:1999.

U.S. Department of Health and Human Services Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, by the National Reading Panel. Washington, D.C.: April 2000.

A comprehensive, evidenced-based review of research on how children learn to read.

University of Virginia. *PALS 1-3*, by Marcia Invernizzi and Joanne Meier. Charlottesville, VA: 2000.